

SS/Literacy Unit 1 Lesson 1 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|---|--|
| Essential Question What is a community? Guiding Questions Why do we have rules in our homes, community, and schools? What does a social studies classroom look like? | | Weekly Correlated Lessons CLLG MINILESSON Story Structure p. 40 Introduce trade books on communities and government. Use both fiction and nonfiction. Use one or more to reinforce story structure and summarization. Classroom Constitution Classroom Constitution Planning Launch Word Wall Launch Learning Logs Harcourt SS Text pp 14-19 What is a Community? (Use the content of this lesson to introduce communities and lead a discussion about communities.) Harcourt SS text pp 18 Two-Column chart Harcourt SS Text pp 252-253 Being a Good Citizen |
| Social Studies Focus | Literacy Focus | |
| What does a social studies classroom look like? Setting up a climate for learning. Bully Proofing Your School | Skill Story structure Strategy Summarize Genre Humorous Fiction Informational Text Writing Shared Writing | |
| Writing | Vocabulary | |
| What would it be like to play a game without rules? | community government cooperate responsibility law rule | |
| Assessments | | Where in the World is Little Rock Lesson---Can be used throughout the nine weeks as students study about communities. Note: Anti Bullying lessons 1-6 will be taught the first 9 weeks of school. <i>Bully Proofing Your School: Working with Victims and Bullies in the Elementary School</i> Note: Lessons in green indicate technology lessons. |
| Shared Writing: Classroom Constitution (Refer to lesson, Classroom Constitution.) | | |

Standards**Social Studies SLEs**

C.4.3.1 Discuss why government is necessary at the local level

C.4.3.2 Describe responsibilities and services of local government

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.4a Read on-level text with purpose and understanding.

Speaking and Listening Standards

CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

Writing Standards

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

SS/Literacy Unit 1 Lesson 1 Integrations (Week 2)

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|--|--|---|--|
| Essential Question What is a community? Guiding Questions How does your school compare to schools of the past and schools in other parts of the world? | | Weekly Correlated Lessons CLLG MINILESSON Story Structure p. 40 Journeys pp 15-32 <i>A Fine, Fine School</i> Journeys pp 34-35 <i>One-Room Schoolhouses</i> Vocabulary Reader <i>Schools Then and Now</i> | |
| Social Studies Focus | | Literacy Focus | |
| Map Skills School Past and Present School Around the World Bully Proofing Your School | | Skill Story Structure Strategy Summarize Genre Characteristics of Different Genre (Fiction & Nonfiction) Writing Sentences/Sentence Structure | |
| Writing | | Vocabulary | |
| Using a graphic organizer compare schools in the past to today's schools. Use the chart in Life in a One Room School House in Arkansas . Write 2 sentences describing school today. Write 3 sentences describing school life in the 1900's. Write 3 sentences that describe school life today. | | globe continents latitude longitude map title absolute location relative location equator hemispheres Prime Meridian map key compass rose cardinal directions Namibia | |
| Assessment | | Schools Around the World Schools Then and Now Life in a One Room School House Arkansas —Use to discuss primary and secondary sources. Share by reading to class or put on Smartboard to discuss. Chart in lesson can be used to compare a school day in the past to student's today. Hamid Letter Go to School for a Day in Namibia! Building Bridges for Young Learners School As you read about schools around the world, use the following terminology to describe where they are in the world in relationship to Arkansas: latitude/longitude; cardinal and intermediate directions; absolute and relative location; hemisphere; continent; country. Harcourt Social Studies Textbook SS pp 110-113 Geography Review SS pp 26-29 Communities Near and Far SS pp 30-31 Map Skills Find Directions and Distances SS pp 88-89 Map Skills Latitude and Longitude | |
| The students will work collaboratively to create a storyboard/power point describing a typical day at school. (Refer to the lesson, Schools Around the World.) The students will draw or take photos of daily activities. Then they will insert the pictures with captions (complete sentences and correct spelling) into the power point/storyboard. | | Additional Lessons/Resources Smart Exchange: "How to Read Maps" www.LRSD.org "History" Read about the history of your school. (When you go to the web page click on visitor. Then click on history to find the history of your school.) | |

Standards**Social Studies SLEs**

G.1.3.1 Define *absolute location*

G.1.3.4 Identify on which continent and in which *hemispheres* the United States is located

G.1.3.5 Identify the following using a globe or a map: *Equator, Prime Meridian, North Pole, South Pole*

G.1.3.7 Identify the seven continents

G.1.3.11 Explain the purpose of a *physical map*

G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*

G.1.3.13 Locate *places* on contemporary maps using *cardinal* and *intermediate directions, map scales, legends, and titles*

G.1.3.14 Label physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast, *peninsula*, plain, *plateau, legend/key*

G.3.3.1 Discuss different types of transportation and communication links between communities

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

Writing Standards

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SS/Literacy Unit 1 Lesson 2 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|--|---|
| Essential Question What is a community? Guiding Question How do citizens contribute to their community? | | Weekly Correlated Lessons: CLLG MINILESSON Conclusions p. 42 Responsibilities of a Good Citizen Journeys pp 46-64 <i>The Trial of Cardigan Jones</i> by Tim Egan; Journeys pp 66-67 Readers Theater <i>Jury Duty</i> Harcourt SS text pp 272-275 Local Governments WB pp 67 Duties of a Citizen Additional Lessons/Resources Citizen Me Lesson Citizen Me PowerPoint www.icivics.org/teachers/lesson-plans/citizen-me Just a Spoonful of Rights Makes the Responsibility Go Round Lesson www.learningtogive.org/lessons/unit44/lesson3 “An Interdisciplinary Approach to Understanding the Legal Process” – The Mock Trial of Dr. Desoto http://www.nycourts.gov/admin/publicaffairs/pdfs/TTE-TrialDrD.pdf Optional – <i>Tops and Bottoms</i> by Janet Stevens <i>The True Story of the Three Little Pigs</i> by Jon Scieszka, Jon Smith <i>Goldilocks and the Three Bears</i> by James Marshall |
| Social Studies Focus | Literacy Focus | |
| Citizenship Community Service Rights and Responsibilities <i>Bully Proofing Your School</i> | Skill Conclusions Strategy Infer/Predict Genre Fantasy, Reader's Theater Writing Narrative Personal | |
| Writing | Vocabulary | |
| By the end everyone thought Cardigan was guilty. Did you agree? Why or why not? Write about a time that someone accused you of something that you were not guilty of doing? | responsibility consequence common good volunteer court public works council rights jury trial mayor | |
| Assessment | | |
| Work collaboratively to write a rights and responsibilities book. (Refer to the lesson, Responsibilities of a Good Citizen.) | | |

Standards**Social Studies SLEs**

- C.4.3.1 Discuss why government is necessary at the local level
- C.4.3.2 Describe responsibilities and *services* of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)
- C.4.3.3 Identify the three levels of government: local, state, federal
- C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)

Common Core**Reading Standards for Literature**

- CC.3RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CC.3.RL.3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
- CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

- CC.3RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

Speaking and Listening Standards

- CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.
- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.
- CC.3.SL.4a Read on-level text with purpose and understanding.
- CC.3.SL.4c Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

Writing Standards

- CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CC.3.W.3.d Provide a sense of closure.

SS/Literacy Unit 1 Lesson 3 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|---|---|
| Essential Question What is a community? Guiding Question How can citizens contribute to the improvement of a community through service projects? | | Weekly Correlated Lessons CLLG MINILESSON Understanding Characters p. 44 9/11 Service Learning 9/11 Memorial Website/Lesson Plans Journeys pp 79-100 <i>Destiny's Gift</i> (Discuss everyday heroes in the book); Journeys pp 103-105 <i>Kids Making a Difference</i> Harcourt SS Text pp 254-257 Everyday Heroes WB pg. 6 Identify everyday heroes in your community. Additional Lessons/Resources 9/11 Memorial Website Lesson "Teaching Tolerance and Embracing Differences" supports Bully Curriculum and relates the 9/11 Attack on the World Trade Center. |
| Social Studies Focus | Literacy Focus | |
| Community Workers Citizenship Service Projects Bully Proofing Your School | Skill Understanding Characters Strategy Analyze/Evaluate Genre Realistic Fiction | |

Standards**Social Studies SLEs**

C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection)

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

Common Core**Reading Standards for Literature**

CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CC.3.RL.3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of event

CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.4a Read on-level text with purpose and understanding

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d Provide a sense of closure.

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SS/Literacy Unit 1 Lesson 4 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|---|--|
| Essential Question What is a community? Guiding Question What role does national, state, and local government play in your community? What are the roles and duties of the President? What are the qualifications of the President and how is he elected? | | Weekly Correlated Lessons CLLG MINILESSON Compare and Contrast p. 46 Journey pp 115-136 Pop's Bridge (Discuss role of government in building bridges. Examine the Constitution to determine responsibility) Constitution Day: The Office of the President According to the Constitution Constitution This is a summary of the Constitution (Share segments with students) Use one of the resources below and Harcourt SS text pp 290-295 to teach U.S. symbols. U.S. Symbols PowerPoint Patriotic Symbols of the U.S. Activity (Fact Book)---In groups each student will be assigned or choose one of the symbols and complete the activity. These will be compiled into a U.S. symbol fact book. Each page should be illustrated. Examine the roles of the local, state, and national government and complete Unit 4 Performance Assessment TE 233 N and 233 O. Levels of Government Organizational Chart —Use to take notes. Harcourt Social Studies Text <ul style="list-style-type: none"> Constitution Day pp 270-271 Local Government pp 272-277 State and National Government pp 280-285 Explore Your Community's Government pp 304-05 Discover Your Community pp 32-37 Harcourt Homework Ancillary pp 6 Additional Resources" Summary of the U.S. Constitution |
| Social Studies Focus | Literacy Focus | |
| Constitution Day U.S. Symbols Local/State/National Government Role of the President Bully Proofing Your School | Skill Compare & Contrast Strategy Infer & Predict Genre Historical Fiction, Informational Text Writing Editing, Revising, Publishing | |
| Writing | Vocabulary | |
| Write an introduction to the Government Handbook telling readers why it is an important document. Include a short description of how citizens can help their community by participating in government. | heritage historic site legislative judicial executive county county seat decade mayor governor national symbols | |
| Assessment | | |
| Collage- Roles and Responsibilities of President and Requirements to be the President of the United States (Office of President Lesson) Government Handbook (Three different levels of government) Harcourt SS TE 233 N and 233 O Unit 4 Performance Assessment Group Activity | | |

Standards

Social Studies SLEs

C.4.3.1 Discuss why government is necessary at the local level.

C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)

C.4.3.3 Identify the three levels of government:

- Local
- State
- federal

C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)

C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)

Common Core

Reading Standards for Literature

CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4a Read on-level text with purpose and understanding

CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

Writing Standards

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., also, another, and, more, but) to connect ideas within categories of information

CC.3.W.3d Provide a sense of closure.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SS/Literacy Unit 1 Lesson 5 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|---|--|---|--|
| Essential Question What is a community? Guiding Question How do individuals contribute to the common good of a community? | | Weekly Correlated Lessons: CLLG MINILESSON Cause and Effect p. 48 Journeys pp 150-172 <i>Roberto Clemente</i> by Jonah Winter Journeys Lesson 5 Biography http://www.smithsonianmag.com/history-archaeology/Roberto-Clemente-The-King-of-Beisbol.html Roberto Clemente Readers Theater Play | |
| Social Studies Focus | Literacy Focus | | |
| People Who Bring About Change Hispanic Heritage Month Bully Proofing Your School | Skill: Cause and Effect Strategy: Visualize Genre: Biography, Poetry Writing: Topic Sentences | Harcourt SS Text pp 254-257 WB pp 68 Everyday Heroes Harcourt SS Text 162-167 <i>Side by Side: The Story of Dolores Huerta and Cesar Chavez/Lado a Lado: La Historia de Dolores Huerta y Cesar Chavez</i> by Monica Brown Side by Side Curriculum Guide | |
| Writing | Vocabulary | | |
| Write a short biography on one of the people you learned about this week. The topic sentence should relate to the theme of "People Bring Change". | hero common good contribute citizen heritage historical society ancestor historic site | | |
| Assessment | | | |
| Write a few sentences about an Arkansan who has contributed to society. Encyclopedia of Arkansas —Resource Arkansas History Lesson: Arkansans ----Resources Read about other everyday heroes and complete a Cause and Effect T-Chart on events in their lives. | | http://www.monicabrown.net/books/huerta.html Lesson plan for teaching with the book Cause and Effect Chain Teachers Guide p. 5 The events in Huerta's and Chavez's lives are connected like a chain; each event is linked to another. Complete the "Cause and Effect" worksheet (p.5 of guide) to help you better understand why Huerta and Chavez chose to help the cause of migrant farm workers. http://teacher.scholastic.com/activities/hispanic/history.htm biographies and activities for celebrating Hispanic Heritage Month (September 15-October 15, 2013) Additional Resources: People Bring Changes Research – People who bring changes to Arkansas Arkansas History Lesson: Arkansans | |

Standards**Social Studies SLEs**

H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)

H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)

H.6.3.7 Analyze a *timeline* that illustrates selected historical events

Common Core**Reading Standards for Informational Text**

CC.3RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

SS/Literacy Unit 2 Lesson 6 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|--|--|
| Essential Question How do communities change over time? Guiding Questions How do communities meet basic needs? How do communities differ? (urban, rural and suburban) | | Weekly Correlated Lessons CLLG MINILESSON Sequence of Events p. 50 <i>The Little House</i> by Virginia Lee Burton (Sequence the events in the story) Draw pictures to show changes throughout the book to the Little House. Rural, Urban, and Suburban Communities Harcourt SS text pp 42 -65 Urban Communities, Suburban Communities, Rural Communities Harcourt SS text pp. 64-65 Explore your Community Additional Lessons/Resources Types of Communities Communities T-Chart |
| Social Studies Focus | Literacy Focus | |
| Rural, Urban and Suburban Communities Bully Proofing Your School | Skill Sequence of Events Strategy Question Genre Humorous Fiction, Poetry Writing Informative Descriptive | |
| Writing | Vocabulary | |
| Students write a poem describing a community. Write a description of either a rural, urban, or suburban community. Use characteristics of communities for information. | rural urban suburban population collage | |
| Assessment | | |
| Concrete Poems, Cinquain, and Diamantes- Your Community Collage- Students will create a community collage Which Community is the Best and Why? Characteristics of Communities Which Community? | | |

Standards**Social Studies SLEs**

G.2.3.3 Identify reasons people live in *rural*, *urban*, and *suburban* areas

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1c Ask questions to check understanding of information presented stay on topic & link their comments to the remarks of others.

CC.3.SL.1d Read grade-appropriate irregularly spelled words.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standard

CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of inform

CC.3.W.3.d Provide a sense of closure.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

SS/Literacy Unit 2 Lesson 7 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|--|---|--|--|
| Essential Question How did explorers interact and impact early communities? Guiding Question Why did people want to explore the Americas? Which dates are important for historians to remember when studying societies? Why are these dates important? | | Weekly Correlated Lessons CLLG MINILESSON Text and Graphic Features p. 52 Arkansas Natives PowerPoint Discuss how the pictures on the PowerPoint help provide information about the early Native people in Arkansas. Harcourt SS AR pp 14-17 Early Arkansas Harcourt SS text pp 190-193 The First Communities Harcourt SS text pp 196-199 Building Communities Arkansas Activity Book pp 30 Arkansas Explorers Harcourt SS Text pp 160-161 Read a Time Line Important Dates in the Lives of Arkansas Natives Lesson Indian Nature Resources Power Point The Encyclopedia of Arkansas ---Provides information on early native people and early explorers in Arkansas. Classroom Library---Biographies Explorers Explorers Lesson (Use the following explorers) Explorer Information Sheet Time Line World Map <ul style="list-style-type: none"> • Hernando Desoto • LaSalle/ DeTonti • Marquette/ Joliet Biographical Information Explorers Background Explorers Use suggestions from the Explorer Web Quest to teach about the explorers above. If time is limited, share information about each explorer and have student complete one activity from the webquest or have them do the Explorers Wanted Poster. Examples can be found in webquest link. Additional Lessons/Resources Webquest http://questgarden.com/34/13/7/061005130239/index.htm Powerpoints Explorers PowerPoint Ponce de Leon and Hernando Desoto | |
| Social Studies Focus | Literacy Focus | | |
| Early Arkansans Explorers Bully Proofing Your School | Skill Sequence of Events Text and Graphic Features Strategy Analyze/Evaluate Genre Informational Text Writing Informative Descriptive | | |
| Writing | Vocabulary | | |
| Create a class book on early native people and explorers in Arkansas. Assign students an explorer or native group to write about. They will need to include graphic features on their assigned topic. Compile all writings into a book. Include how explorers interacted with and impacted the lives of early Arkansans? | Caddo Quapaw Osage artifact Paleo Indians territory explorers claim settlement settler conflict slavery language oral history technology religion claim chronology history | | |
| Assessments | | | |
| Begin a timeline that documents the lives of early Arkansans and their interaction with the explorers. Class Book—Early Native People and Explorers of Arkansas | | | |

[Hernando Desoto](#)

Websites

LaSalle's Adventure

<http://www.txarch.org/Kids/lasalle.html>

Jacques Marquette/Louis Jolliet

<http://library.thinkquest.org/4034/marquettejolliet.html>

<http://library.thinkquest.org/6297/aboutour.htm>

http://www.pccua.edu/keough/marquette_and_joliet.htm

Rene-Robert Cavalier Sieur de LaSalle

<http://library.thinkquest.org/4034/marquettejolliet.html>

Hernando De Soto

http://library.thinkquest.org/J002678F/de_soto.htm

<http://library.thinkquest.org/6297/aboutour.htm>

[Explorer Biographies](#)

Explorer Web Quest <http://questgarden.com/34/13/7/061005130239/index.htm>

[Webquest—2nd Webquest on Explorers](#)

<http://questgarden.com/34/13/7/061029062107/>

Explorers Wanted Poster Interactive Site

<http://oakdome.com/k5/lesson-plans/word/explorers-wanted-poster-lesson-plan.php>

[Explorers Word Wall](#)

Standards

Social Studies SLEs

G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*

G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas

G.3.3.1 Discuss different types of transportation and communication links between communities

G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)

G.1.3.11 Explain the purpose of a physical map

H.6.3.7 Analyze a *timeline* that illustrates selected historical events

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

H.6.3.16 Identify explorers

- Hernando Desoto
- LaSalle/ DeTonti
- Marquette/ Joliet

E.9.3.9 Define import and export

Common Core

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Writing Standards.

CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section

CC.3.W.3d Provide a sense of closure.

SS/Literacy Unit 2 Lesson 8 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|---|
| Essential Question How has our community changed? Where in the world is Little Rock, Arkansas? | | Weekly Correlated Lessons CLLG MINILESSON Conclusions p. 54 Journeys—Harvest Birds—CLLG p. 54—Minilesson Drawing Conclusions Use the PowerPoint Little Rock Photographs--- to draw conclusions about how it has changed, especially transportation, communication, and economics (what types of jobs did/do people have?) What clues do you find to show these changes? How Do Communities Change from Rural to Urban Where in the World is Little Rock, Arkansas Lesson Compare Little Rock Then and Now: PowerPoint Little Rock Historical Maps- (Use Google Earth to show Little Rock today and make comparisons) Harcourt SS text pp. 220-221 Compare Historical Maps PowerPoint Little Rock Photographs--- Harcourt SS Text pp 156-159 Communities Through Time Harcourt SS Text pp168-169 Primary and Secondary Sources (Introduce with Historical Maps and Little Rock Photographs PowerPoint) Harcourt SS Text pp 160-161 Read a Time Line |
| Guiding Questions | Literacy Focus | |
| How has the community of Little Rock changed over time? How do maps reflect the history of a community? | Skill Conclusions Strategy Infer/Predict Writing Topic Sentence | |
| Social Studies Focus | Vocabulary | |
| Changes in Little Rock Five Themes of Geography---Little Rock Bully Proofing Your School | timeline primary sources decade secondary sources century historical maps | |
| Writing | | Additional Lessons/Resources Historic Arkansas (www.historicarkansas.com) – Loan Boxes for the classroom provide hands on items that give students clues to Little Rock history. Contact the museum to reserve. A Brief History of Little Rock – (www.littlerock.com/famous/history) On line history of population timelines and historic events that transformed Little Rock (http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=970) |
| Given what you know about Juan, do you think he would like working and living in our community? Give clues to support your answer. | | |
| Assessment | | |
| Examine photographs and cite evidence of how our community has changed. Create a visual such as a collage that demonstrates an understanding of how Little Rock has changed. Additional photographs can be found at: http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=970 (You can print these photographs and have students work in pairs to examine them for clues of how Little Rock has changed.) | | |

Standards

Social Studies SLEs

- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.2.3.3 Identify reasons people live in rural, urban, and suburban areas.
- G.3.3.1 Discuss different types of transportation and communication links between communities
- G.3.3.2 Describe human settlements(e.g. cities, towns, communities, villages)
- H.6.3.10 Examine land development and its impact on a community.

Common Core

Reading Standards for Informational Text

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally
- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.
- CC.3.SL.4a Read on-level text with purpose and understanding.
- CC.3.SL.4 Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

Writing Standards

- CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
- CC.3.W.2b Develop the topic with facts, definitions, & details.
- CC.3.W.2c Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information
- CC.3.W.2d Provide a concluding statement or section.

SS/Literacy Unit 2 Lesson 9 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|--|---|
| Essential Question How has technology changed our community? Guiding Question How do new inventions cause people's lives to change? | | Weekly Correlated Lessons CCLG MINILESSON Cause and Effect p. 56 Journeys—Kamishibai Man |
| Social Studies Focus | Literacy Focus | Invention Lesson |
| The impact of technology on communities. | Skill Cause & Effect Strategy Monitor & Clarify Genre Realistic Fiction Informational Text Writing Informative Opinion | Harcourt SS text pp 170-175 Inventions in Communities In groups, research an invention. (Invention Lesson) Have students identify the effects the invention they researched had on the lives on people. |
| Writing | Vocabulary | Additional Lessons/Resources |
| One of the most important inventions ever is.....Provide support for your choice. | Technology Invention | You Tube Video Art of Kamishibai http://www.youtube.com/watch?v=jtaj9K8A1cc&feature=related |
| Assessment | | Note: Research presentations will continue into following week. |
| Research – How does technology change communities? (Focus: Why was it needed?) (Refer to Invention Lesson) Choose a piece of technology. Who developed it? How does this invention help people? How do you think this invention changed the way people live? Would you consider this a successful invention? Why or why not? How has this invention changed since it was first invented? Groups will present their findings to the class. Choose a method for these presentations. i.e. poster | | |

Standards**Social Studies SLEs**

G.3.3.1 Discuss different types of transportation and communication links between communities

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

Writing Standards

CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support the opinion.

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SS/Literacy Unit 2 Lesson 10 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|--|
| Essential Question How has technology changed our community? Guiding Question How did the inventions of Thomas Edison make life easier in our community? | | Weekly Correlated Lessons CLLG MINILESSON Main Ideas and Details p. 58 Journeys T384 <i>Young Thomas Edison</i> Student Books 350-352 Moving Pictures Biographies on other inventors. Inventors Lesson Continue class presentations of inventions from Lesson 9. Use this week's basal story, <i>Young Thomas Edison</i> , to discuss inventors and what character traits inventors may possess. Harcourt SS text pp 170-175 Inventions in Communities Harcourt SS text pp 196-198 Building Communities |
| Social Studies Focus | Literacy Focus | |
| The impact of technology on communities. | Skill Main Ideas & Details Strategy Summarize Genre Biography, Informational Text Writing Informative/Opinion | |
| Writing | Vocabulary | |
| Which of Thomas Edison's inventions do you think was most important? Provide details (cite evidence) to support your opinion. | Inventions Technology Thomas Edison | |
| Assessment | | |
| Write about which of Thomas Edison's inventions you think was most important. Tell about the invention and include details describing the invention. Provides details to support why you think it was his most important invention. Continue class presentations of inventions from Lesson 9. (This assessment completes lesson 9.) | | |
| Standards | | |
| Social Studies G.3.3.1 Discuss different types of transportation and communication links between communities H.6.3.8 Compare <i>artifacts</i> from events in various periods of history H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones) | | |
| Common Core Reading Standards for Informational Text CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea. CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CC.3.R.17 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently | | |

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support the opinion.

CC.3.W.2b Develop the topic with facts, definitions, & details.

SS/Literacy Unit 3 Lesson 11 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|---|
| Essential Questions How do we know what really happened in the past? How and why do we celebrate holidays? | | Weekly Correlated Lessons CLLG MINILESSON Fact and Opinion p. 60 Pocahontas Saved the Jamestown Settlers: Fact or Opinion Lesson Pocahontas Image Pocahontas Time line Pocahontas Read Like a Historian (Great lesson to address how different accounts of the same event may have not presented the same facts. Modifications for the lesson will be needed) Background Information Pocahontas Harcourt SS text pp- 200-203 An English Settlement Harcourt SS text pp. 200-201 – Timeline of the Jamestown Colony Jamestown and challenges the settlers faced. Discuss problems that the swamp may have caused. Biography on Pocahontas Veterans Day Wall of Peace/ Tribute to all Veterans Lesson (Use this lesson on Veterans Day) Veterans Day PowerPoint Smartboard—What Is Veterans Day Smartboard—Veterans Day Symbols Jamestown Questions and Answers (Use to share information and discuss the site of. Harcourt SS text pp – 290-291,293 – Patriotic symbols, flag etiquette Harcourt SS text pp – 342 – 343 – Mayo Lin, Designer of Vietnam Memorial Additional Lessons/Resources Pocahontas Read Like a Historian Lesson —(Great lesson using primary sources) Jamestown Online Adventure http://www.historyglobe.com/jamestown/ Veterans Day Resource 2012 Veterans Day Resource |
| Guiding Questions What challenges do people have to overcome to settle into an area? What was America's first permanent settlement? What is Veterans Day? What does it mean to be patriotic? | | |
| Social Studies Focus | Literacy Focus | |
| Veterans Day Jamestown Pocahontas | Skill Fact & Opinion Strategy Question Genre Biography Writing Informational Text | |
| Writing | Vocabulary | |
| Write an informational paragraph with facts about Veterans Day. | Patriotic symbol Settlement Slavery Monument Conflict Memorial Settler Anthem Claim Veteran | |
| Assessment The students will write a response to the question “Is it important to keep honoring our veterans?” They will support their opinions with facts about Veterans Day. These will be used to build the “Wall of Peace”. -or- The students will write a response to the question do you think the people of Jamestown would have survived in the new world without the help of Pocahontas? They will support their opinions with facts learned from the reading and Part 2 of Pocahontas Lesson. | | |

Standards**Social Studies SLEs**

C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)

G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)

H.6.3.11 Identify Jamestown as the first permanent American settlement

H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown

H.6.3.19 Identify similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section.

SS/Literacy Unit 3 Lesson 12 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|---|--|
| Essential Question How do we know what really happened in the past? Guiding Questions Why were each of the 13 colonies established? What was life like in each of the colonies? | | Weekly Correlated Lessons CLLG MINILESSON p. 62 Story Structure Use books with stories about life in the colonies to identify the plot (problem, events, solution) |
| Social Studies Focus | Literacy Focus | <u>The Thirteen Colonies Lesson</u> (Students will need to go the computer lab to access the family they will research from the lesson) <ul style="list-style-type: none">• <u>Smartboard Colonial Life</u>• <u>Smartboard Colonial Life and the Thirteen Colonies</u>• <u>13 Colonies PowerPoint</u>• <u>Interactive Website—Two Families</u> <u>http://amhistory.si.edu/house/thishouse/pastinhabitants.asp</u> (How do artifacts help us understand what life was like in the past?) Create a class chart as you view the PowerPoint presentations and use other sources to find out about life in the different colonies. Record why people came to the colonies as well. Divide chart into Middle Colonies/Southern Colonies/New England |
| Thirteen Colonies | Skill Story Structure Strategy Visualize Genre Realistic Fiction, Poetry Writing Narrative Imaginative | |
| Writing | Vocabulary | |
| Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life. | Freedom Independence Colony Constitution New England Agriculture Revolution Middle Colonies Artifacts 13 Colonies Southern Colonies | |
| Assessment | | |
| Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life. It should demonstrate an understanding of what life was like for the settlers of in the early colonies. You may be from the Middle Colonies, Southern, or New England. Use the website and/or information from other sources used. Map Questions and Research Questions from <u>The Thirteen Colonies Lesson</u> . | | |

Standards**Social Studies SLEs**

- H.6.3.7 Analyze a *timeline* that illustrates selected historical events
- H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)
- H.6.3.8 Compare *artifacts* from events in various periods of history
- H.6.2.6 Determine how photos and documents are used to gather information about the past.

Common Core**Reading Standards for Informational Text**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standards

- CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CC.3.W.3.d Provide a sense of closure.

SS/Literacy Unit 3 Lesson 13 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|---|
| Essential Question What happens when cultures meet? Guiding Questions What was the Indian Removal Act of 1830? Why were the Cherokee forced on the Trail of Tears and what was it like? What did President Jackson’s speech reveal about his viewpoint of the Native Americans? What did the poem “Trail of Tears” and the picture reveal about results of the Indian Removal Act? | | Weekly Correlated Lessons CLLG MINILESSON pp 64-65 Compare and Contrast Journeys—Yonder Mountain: A Cherokee Legend Student Book pp 430-446; The Trail of Tears Student Book pp 448-450.; Vocabulary Reader—The Daily Life of the Cherokee; Background Cherokee History Student Book p. 428 Journeys p. 429 Compare and Contrast characters Yonder Mountain These Natives Have Got to Go Lesson Teacher Script “Story of the Trail of Tears” Trail of Tears Story Template Trail of Tears Map John Burnett’s Story of the Trail of Tears Trail of Tears Painting Additional Resources/Activities Trail of Tears |
| Social Studies Focus | Literacy Focus | |
| Trail of Tears Indian Removal | Skill Compare & Contrast Strategy Analyze/Evaluate Genre Legend, Informational Text Writing Narrative Imaginative | |
| Writing | Vocabulary | |
| Write a narrative about a typical day along the Trail of Tears as a Cherokee Indian. It can be in the form of a story, diary, or journal. | Indian Removal Act 1830 Trail of Tears President Andrew Jackson Territory Cherokee | |
| Assessment | | |
| Analyze poem, picture, or a map. Use evidence from the picture, graphic, or text to answer questions. (These Natives Have Got to Go Lesson) Instruct students to imagine that each of them is a Cherokee child whose family is about to embark on the Trail of Tears. Tell them that their Cherokee family has heard the horror stories of the families that are already on the Trail. Based on what they’ve seen and read, write a letter to President Andrew Jackson asking him to let their family stay in the land they love and consider home. Students should include examples of why the Trail is so dangerous and use persuasive techniques. | | |

Standards**Social Studies SLEs**

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.2.6 Determine how photos and documents are used to gather information about the past.

Common Core**Reading Standards for Literature**

CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RL.3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3d Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SS/Literacy Unit 3 Lesson 14 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|--|--|
| Essential Question What can we learn about a culture through its celebrations? Guiding Questions How and when do different cultures celebrate the New Year? Who immigrated to America? What makes America diverse? | | Weekly Correlated Lessons CLLG MINILESSON Author's Purpose p. 66 What Can We Learn About a Culture through Its Celebrations Lesson <ul style="list-style-type: none">New Year Customs PowerPointTeacher selected fiction and nonfiction books New Years Day different cultures.New Year's Tradition Class Matrix Read trade books on how different cultures celebrate. Read about how they celebrate the New Year. Identify the author's reason for writing the book and provide clues to support why you think this. Use the textbook to discuss people coming to America and how we became a diverse nation. Harcourt SS text pp – 318 -321 – “Dreaming of America, An Ellis Island Story” Harcourt SS text pp – 324-329 – “Moving to New Places” Note: Writing assignment and assessments will continue into the next week. |
| Social Studies Focus | Literacy Focus | |
| What Makes our Community Diverse? New Year's Celebrations Immigration | Skill Author's Purpose (Author's Reasons for Writing) Strategy Summarize Genre Informational Text Writing Imaginative Narrative | |
| Writing: | Vocabulary : | |
| Write an imaginative narrative about celebrating the New Year in another country. | Prejudice Ethnic group Diverse Migrate Multicultural Tradition Population Holiday Culture Density Immigrant Festival | |
| Assessment Three New Year Resolutions—Choose one and develop a plan for how you will accomplish this resolution. ____ has the best way to celebrate the New Year. Support your opinion with facts on how this culture or country celebrates the New Year. Create a poster for celebrating the New Year in one of the cultures you read about. It should show evidence of what you learned about how the culture celebrates the New Year. The author's purpose for this writing assignment is to give information on a specific culture's New Year and how they celebrate the New Year. | | |

Standards**Social Studies SLEs**

G.2.3.2 Identify *cultural* traits of *ethnic* groups that live in Arkansas

G.2.3.1 Discuss several customs in the United States and tell how they originated.

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3d Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

SS/Literacy Unit 3 Lesson 15 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|---|
| Essential Question What can we learn about a culture through its celebrations? Guiding Questions How and when do different cultures celebrate the New Year? Who immigrated to America? What makes America diverse? | | Weekly Correlated Lessons CLLG MINILESSON Understanding Characters p. 68 What Can We Learn About a Culture through Its Celebrations Lesson Use trade books on celebrations from different cultures or stories about immigrants that came to our country to teach this lesson. <ul style="list-style-type: none"> • New Year Customs PowerPoint • New Year's Tradition Class Matrix Harcourt SS text pp – 318 -321 – “Dreaming of America, An Ellis Island Story” Harcourt SS text pp – 324-329 – “Moving to New Places” |
| Social Studies Focus | Literacy Focus | |
| What Makes our Community Diverse? New Year's Celebrations Immigration | Skill Understanding Characters (<i>What Characters Say & Do/How Characters Change</i>) Strategy Infer/Predict Genre Writing Editing, Revising, Publishing | |
| Writing | Vocabulary | |
| Write an imaginative narrative about celebrating the New Year in another country. | Prejudice Ethnic group Diverse Migrate Multicultural Tradition Population Holiday Culture Density Immigrant Festival | |
| Assessment | | |
| Three New Year Resolutions—Choose one and develop a plan for how you will accomplish this resolution. ____ has the best way to celebrate the New Year. Support your opinion with facts on how this culture or country celebrates the New Year. Create a poster for celebrating the New Year in one of the cultures you read about. It should show evidence of what you learned about how the culture celebrates the New Year. The author's purpose for this writing assignment is to give information on a specific culture's New Year and how they celebrate the New Year. | | |

Standards**Social Studies SLEs**

G.2.3.2 Identify *cultural* traits of *ethnic* groups that live in Arkansas

G.2.3.1 Discuss several customs in the United States and tell how they originated.

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.4a Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

SS/Literacy Unit 4 Lesson 16 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History | | Activities/Materials/Resources |
|--|--|--|
| Essential Question Can we impact the quality of life of others in the world? | | Weekly Correlated Lessons CLLG MINILESSON Author's Purpose p. 70 Journeys Unit 4 Lesson 16 T29-36 Journeys Unit 4 Lesson 16 T50-51 Detailed Description of Lesson 16 —Use to teach this week's lessons. All links to resources included on lesson. Save to computer for easy access. Lesson Plan Two Bobbies- http://learningtogive.org/teachers/literature_guides/TwoBobbies.asp <ul style="list-style-type: none">• Two Bobbies Book Talk• The Two Bobbies http://www.youtube.com/watch?v=lqLxtHR6x70 (This is an actual news story about the two Bobbies) Additional Lessons/ Resources <i>The Old Woman Who Named Things</i> <i>When I Was Young in the Mountains</i> When I Was Young in the Mountains PowerPoint Practice Book Volume 2 page 3 http://www.storylineonline.net/hatch/fullscreen_yt.html |
| Guiding Questions What are some ways that you can make a difference in the world? How were the two Bobbies able to survive on the streets of New Orleans? What was the quality of life for the two Bobbies as they fought to survive on the streets of New Orleans? | | |
| Social Studies Focus | Literacy Focus | |
| Making a Difference in the World | Skill Main Idea & Details Strategy Monitor/Clarify Genre Informational Text Writing Informative Technical | |
| Writing | Vocabulary | |
| Write an email, letter or memo to another person outlining a plan of what you would like to do to make a difference in the world. Ask them for their help and explain what you would like for them to do. | Survival Hurricane Katrina | |
| Assessments | | In preparation for the writing assignment and next week, discuss the following: Do people sometimes have to make sacrifices in order to make the world a better place to live? Word Wall Activity Note: A copy of the book <i>Two Bobbies</i> by Kirby Larson and Mary Nethery to read would enhance this lesson. However, the book trailer and You Tube news story can be used if a copy is not available. |
| After reading the story of The Two Bobbies and/or listening to the video clip, have students write what they think the author's purpose was. | | |
| Email/letter/memo—What you would like to do to make a difference in the world. | | |
| The stories this week have had to do with making a difference in the world and how those actions help us move beyond survival to being able to live full, happy, productive lives. Have students write a paragraph telling about what they would like to do to make a difference in the world. | | |

Standards

Social Studies SLEs

C.5.3.2 Describe how citizens contribute to the improvement of a community.

H.6.3.6 Recognize individuals who contributed to the common good of society.

Common Core

Reading Standards for Informational Text

CC.3.R.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.RI.5 Use text features & search tools relevant to a given topic.

CC.3.RI.7 Use information gained from illustrations & words in a text to demonstrate understanding of text.

CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

Writing Standards

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support opinion

CC.3.W.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.

CC.3.W.2d Provide a concluding statement or section.

CC.3.W.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.

CC.3.W.2b Develop the topic with facts, definitions, and details.

| SS/Literacy Unit 4 Lesson 17 Integrations | | | |
|---|--|--|--|
| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History | | Activities/Materials/Resources | |
| Essential Question What is freedom? Guiding Questions Is it worth risking your life for freedom? How does conflict lead to change? What was life like for a slave? What were the most significant conflicts between the North and South in 1860? | | Weekly Correlated Lessons CLLG MINILESSON Conclusions p. 72 Journeys Unit 4 Lesson 17 Detailed Description of Lesson 17 Use to teach this week's lessons. All links to resources included on lesson. Save to your desktop on your computer for easy access. Word Wall Activity —Have student use the graphic organize to record words they know that relate to slavery. Each week they can add words that relate to the topic for that week and the theme of the unit "Conflicts in History". | |
| Social Studies Focus | Literacy Focus | Harcourt SS Arkansas Supplement p 22 The Civil War Harcourt SS Arkansas Supplement p 23 Arkansas and Civil War The following three books can also be used to supplement the reading from Journeys. Henry Box Brown Lesson <i>Henry's Freedom Box</i> by Ellen Levine http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm <i>(Primary Source Image of Henry Brown)</i> Sweet Clara and the Freedom Quilt Lesson by Deborah Hopkinson <i>Working Cotton</i> by Sherley Anne Williams Additional Resources (Use primary sources from resources to provide wide range of text) http://teacher.scholastic.com/activities/bhistory/underground_railroad/story_slavery.htm Scholastic Life in Slavery http://www.awesomestories.com/biographies/frederick-douglass/story-preface Frederick Douglass: From Slave to Leader http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm (Compare two Worlds) Use with Writing Assignment. Runaway Slave Posters (If you use this as a resource, you will need to discuss the language used in the posters and explain the terminology reflected the time period. http://teacher.scholastic.com/activities/bhistory/underground_railroad/primary_sources.htm (Primary Sources-- Period photographs, illustrations, and news articles documenting the people and events of the Civil War-era help to illustrate the stories and facts surrounding slavery and the | |
| Slavery Underground Railroad | Skill Conclusions Strategy Visualize Genre Informational Text Writing Informational Technical | | |
| Writing | Vocabulary | (Primary Sources-- Period photographs, illustrations, and news articles documenting the people and events of the Civil War-era help to illustrate the stories and facts surrounding slavery and the | |
| Union/Confederate States Provide students with a blank U.S. map. Have them color in Confederate and Union States that permitted slavery. Have them make a map key. Show the other maps on the website and discuss <i>Questions to Think About</i> . | Abolitionist Slaveholders Freedom Free States | | |
| Assessment | | | |
| After reading about Fannie Moore, have students put themselves in Fannie's shoes. Ask them to write about what they think is the hardest thing about being a slave. They must include details from things they learned this week. Growing Up in Slavery http://teacher.scholastic.com/activities/bhistory/underground_railroad/childre.htm | | | |

movement to end it.

Digital Images Underground Railroad http://housedivided.dickinson.edu/uqrr/field_trips.html

Standards

Social Studies SLEs

H.6.3.6 Recognize individuals who contributed to the common good of society.

H.6.3.7 Analyze a *timeline* that illustrates selected historical events.

H.6.3.8 Compare *artifacts* from events in various periods of history.

G.1.3.12 Utilize the map legend/key to interpret physical maps.

G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.

Common Core

Reading Standards for Informational Text

CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

CC.3.RI.12 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.

CC.3.RI.3. Describe characters in a story and explain how their actions contribute to the sequence of events.

CC.3.RI.3 Describe the relationship between a series of historical events or steps in technical procedures in a text, using language that pertains to the time, sequence, and cause/effect.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

Writing Standards

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support opinion

CC.3.W.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.

CC.3.W.2d Provide a concluding statement or section.

CC.3.W.2b Develop the topic with facts, definitions, and details.

SS/Literacy Unit 4 Lesson 18 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|---|---|--|--|
| Essential Question What is freedom? Is it worth risking your life for freedom? How are conflicts created and resolved? Guiding Questions What was the Underground Railroad? Why did many people place themselves in danger & make sacrifices for people they did not know? What conditions led many slaves to risk their lives to flee slavery? What struggles did they encounter to obtain freedom? | | Weekly Correlated Lessons CLLG MINILESSON Text and Graphic Features p. 74 Journeys Unit 4 Lesson 18 T pp 202-214 Detailed Description of Lesson 18 Use to teach this week's lessons. All links to resources included on lesson. Save to desktop on computer for easy access. | |
| Social Studies Focus | Literacy Focus | Resources for Lesson http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm Myths of the Underground Railroad (Use to introduce Underground Railroad) http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad (Scholastic Underground Railroad Teacher's Guide---Includes all segments of the lessons and activities for reference. http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm • Harriet Tubman Segment Taken from Scholastic Underground Railroad Site) http://ec2-50-16-227-110.compute-1.amazonaws.com/wned/underground-railroad/media/store/page-media/underground-railroad/26/Lesson_HiddenMessages.pdf • Lesson plan that discusses the hidden messages in slave spirituals http://www.youtube.com/watch?v=eOpp9eUYWEM • <i>The Underground Railroad: The William Still Story</i> http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/q5s_u6/ • Interactive Map Underground Railroad | |
| Slavery | Skill Text and Graphic Features | | |
| Underground Railroad | Strategy Question | | |
| Harriet Tubman | Genre Informational Text & Poetry Writing Narrative Imaginative | | |
| Writing | Vocabulary | The following books can also be used as a read aloud as students learn about Harriet Tubman <i>Aunt Harriet's Underground Railroad"</i> <i>A Picture Book of Harriet Tubman"</i> <i>Moses: When Harriet Tubman Lead Her People To Freedom</i> Note: Optional Assessment: Debate: Many people had difficult decisions to make about their roles in slavery and the Underground Railroad. Some ordinary people chose to help freedom seekers by providing food, clothing, and shelter to aid in their escapes. Others were more active participants who dedicated their lives to the cause. Other people were pro-slavery. Many were afraid to help runaway slaves | |
| See Assessment | Underground Railroad freedom fugitive abolitionist conductor Slave Law North Star | | |
| Assessment | | | |
| Pretend you are a "way station" on the Underground Railroad and consider answering the following questions: Why would you risk your family to help strangers? What would happen to you if you were caught? How would you hide the runaway slaves? How would you help the slaves move on to the next safe house? This is a narrative supported with facts. Be sure to include the following: <ol style="list-style-type: none"> Two facts about why you help runaway slaves. Two facts about what would happen to you if you got caught with runaways. Three facts about the physical condition of the runaways when they arrive. Three ways you help the slaves once they are in your house. A plan about how you will move them to the next safe house. | | | |

Write your own coded letter.
Refer to Detailed Lesson for directions and link to site.

because aiding them was against the law (Fugitive Slave Laws). Could you attend a church where the minister is breaking the law? Is it right to break the law when it is an immoral law? Are there other times in history when people have broken the law for a just cause? Have students debate these issues.

Standards

Social Studies SLEs

- H.6.3.6 Recognize individuals who contributed to the common good of society.
- H.6.3.7 Analyze a *timeline* that illustrates selected historical events.
- H.6.3.8 Compare *artifacts* from events in various periods of history.
- G.1.3.12 Utilize the map legend/key to interpret physical maps.
- G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.

Common Core

Reading Standards for Informational Text

- CC.3.RI.12 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RI.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.
- CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.
- CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

Reading Standards for Literature

- CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

Writing Standards

- CC.3.W.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.
- CC.3.W.1b Provide reasons that support opinion
- CC.3.W.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.
- CC.3.W.2d Provide a concluding statement or section.
- CC.3.W.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.
- CC.3.W.2b Develop the topic with facts, definitions, and details.

| SS/Literacy Unit 4 Lesson 19 Integrations | | | |
|---|---|--|--|
| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
| Essential Question What is freedom? Is it worth risking your life for freedom? How are conflicts created and resolved? Guiding Questions What was the Underground Railroad? Why did many people place themselves in danger & make sacrifices for people they did not know? What conditions led many slaves to risk their lives to flee slavery? What struggles did they encounter to obtain freedom? Who was Harriet Tubman? | | Weekly Correlated Lessons: CLLG MINILESSON Cause and Effect p. 76 <i>Barefoot: Escape on the Underground Railroad</i> Detailed Description of Lesson 19 (All links to resources and day by day lesson plan format provided) Use story on Harriet Tubman on Day 3 of the lesson to reinforce Cause and Effect MINILESSON. http://www.storylineonline.net/ <ul style="list-style-type: none"> Brave Irene—Read by Al Gore (Access from story index on the website) You can also get a copy of the book to use. If you can access from storyline website, you can use the following you tube link: http://www.youtube.com/watch?v=loOFL_Gz_C4 Bookpals Storyline Related Activities Lesson Resources: http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad (Scholastic Underground Railroad Teacher's Guide---Includes all segments of the lessons and activities for reference. http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1 (National Geographic Interactive Activity) http://teacher.scholastic.com/activities/bhistory/underground_railroad/tell_story.asp Tell the Story Writing Activity —Provides support for the week's Writing. Word Wall Activity Notes: Below is an optional writing if you do not want to use the online questions. Imagine you are a runaway. You have reached your destination and freedom. Write a letter home to family members or someone that helped you in your escape describing your quest for freedom. | |
| Social Studies Focus | Literacy Focus | | |
| Slavery Freedom Underground Railroad Harriet Tubman | Skill Cause and Effect Strategy Summarize Genre Fantasy/Myth Writing Narrative: Imaginative | | |
| Writing | Vocabulary | | |
| Imagine the year 1870. You were once a slave who escaped the Underground Railroad. You have been asked to share the story of your courageous Journey and to describe the brave people who helped you along the way. Day 5 of lesson gives questions to help guide the story. See Note | Underground Railroad Fugitive Conductor Slave Law North Star Abolitionist Freedom | | |

| Assessment | |
|---|---|
| <p>From what you have learned the last two weeks, how would you define freedom? If you had lived in the 1800's as a slave would you have risked your life for freedom? Why or why not?</p> | <p>Download Lesson 19 to desktop for easy access to daily lessons and all resource links.</p> |
| Standards | |
| <p>Social Studies SLEs</p> <p>H.6.3.6 Recognize individuals who contributed to the common good of society.</p> <p>H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events.</p> <p>H.6.3.8 Compare <i>artifacts</i> from events in various periods of history.</p> <p>G.1.3.12 Utilize the map legend/key to interpret physical maps.</p> <p>G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.</p> <p>Common Core</p> <p>Reading Standards for Informational Text</p> <p>CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.</p> <p>CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RI.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.</p> <p>CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.</p> <p>CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.</p> <p>Reading Standards for Literacy</p> <p>CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>Speaking and Listening Standards</p> <p>CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.</p> <p>Writing Standards</p> <p>CC.3.W.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.</p> <p>CC.3.W.1b Provide reasons that support opinion</p> <p>CC.3.W.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.</p> <p>CC.3.W.2d Provide a concluding statement or section.</p> <p>CC.3.W.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.</p> <p>CC.3.W.2b Develop the topic with facts, definitions, and details.</p> | |

SS/Literacy Unit 4 Lesson 20 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|---|--|
| Essential Question How does conflict lead to change in a community? Guiding Questions What did the Civil War have to do with freedom? What was the Emancipation Proclamation and why was it significant? Did the concept of freedom change for African Americans after the Emancipation Proclamation? What individuals in history have contributed to the Civil Rights movement and the common good of society? | | Weekly Correlated Lessons: CLLG MINILESSON Main Ideas and Details p. 20 Use story on Rosa Parks to complete the lesson on Main Idea and Details Detailed Description of Lesson 20 (All links to resources and day by day lesson plan format provided) Day 4 of the lesson provides numerous primary sources. Share these with students and use them to provide additional content. The following link provides the primary sources and suggestions for using them. Make copies if possible and allow students time to examine and discuss. http://www.archives.state.al.us/teacher/rights/rights1.html Interview Rosa Parks with audio clips. http://www.achievement.org/autodoc/page/par0int-1 Notes: Download Lesson 20 to desktop for easy access to daily lessons and all resource links. You could relate the writing for this week to Bullying. |
| Social Studies Focus | Literacy Focus | |
| Civil Rights Movement Emancipation Proclamation | Skill Main Idea & Details Strategy Infer/Predict Genre M y t h Writing Narrative: Imaginative Editing/Revising/Publishing | |
| Writing | Vocabulary | |
| Imagine yourself in Rosa Park's shoes. Think about being in a situation in which you are fighting to change the way things have always been. Imagine being the first to do something very hard — so hard most people wouldn't even try. Tell what it is you might change, why you feel it is important to change the situation, how you would go about changing it. Finally, describe the consequences you might face from changing this situation. | Emancipation Proclamation Abraham Lincoln Rosa Parks Civil Rights Movement Martin Luther King Bus Boycott Civil War Common Good of Society | |
| Assessment | | |
| Use the following activity to address the question: How does conflict lead to change in a community? The activity is taken from http://www.archives.state.al.us/teacher/rights/rights1.html (Activities 11-15) Day 4 of Lesson 20. Give each student a copy of Document 7 . Ask the students to mark those suggestions which match the class list for riding a school bus or for working together in a classroom. Ask the students the following questions: a. Which of these rules deal with politeness and courtesy? b. Why do you think that good manners would be important during a situation like this? | | |

c. Why are good manners and courtesy important to all people?

Standards

Social Studies SLEs

C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)

H.6.3.5 Discuss the meaning of civil war.

H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez)

H.6.3.7 Analyze a timeline that illustrates selected historical events.

H.6.3.8 Compare artifacts from events in various periods of history.

Common Core

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.

CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.

CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

CC.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Standards for Literature

CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SS/Literacy Unit 5 Lesson 21 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|--|--|--|--|
| Essential Question How does conflict lead to change in a community? Guiding Questions What are civil rights? How does the United States Constitution protect an individual's right to equality under the law? How did the actions of Ruby Bridges and her family shape history? | | Weekly Correlated Lessons: CLLG MINILESSON Story Structure p. 80 Use White Socks Only by Evelyn Coleman from Day 2 Lesson 21 to teach or reinforce Story Structure Detailed Description of Lesson 21 (All links to resources and day by day lesson plan format provided) | |
| Social Studies Focus | Literacy Focus | White Socks Only Video Read Aloud of Story http://www.storylineonline.net/ All Stories—Index (Choose White Socks Only) White Socks Only Related Activities | |
| Civil Rights Movement Ruby Bridges | Skill Story Structure Strategy Monitor/Clarify Genre Realistic Fiction/Poetry Writing Informative Opinion | Ruby Bridges Lesson Plan (Use to introduce Ruby Bridges and words that best describe her. Use to discuss the effects of differences on our lives and the meaning of equality.) Teaching Empathy: The Story of Ruby Bridges Lesson Plan (Use for the writing assignment) Ruby Bridges Graphic Notes | |
| Writing | Vocabulary | Additional Resources: The Story of Ruby Bridges by Robert Coles Prereading Questions The Story of Ruby Bridges Transcript Interview with Ruby Bridges New Orleans Magazine Ruby Bridges Ruby Bridges' Long Walk Tulane Article Ruby Bridges—myNewOrleans.com Knocking Down Fences—A Civil Rights Unit for 3rd Grade Ruby Bridges Play Making a Difference Lesson-- Lesson on We All Have Rights using the Workshop Model—This lesson builds on the Ruby Bridges Story Ruby Bridges Pictures/Photographs Ruby Bridges Quizlet Flash Card—Retelling the Story http://quizlet.com/10638579/ruby-bridges-flash-cards/ http://www.youtube.com/watch?v=5blbbVWrg18 | |
| Use story web to write a story about Ruby Bridges. Retell the story of Ruby Bridges including elements of empathy and courage. Ruby Bridges was/was not courageous. Support your opinion with evidence from book. | mob courageous segregation Equality Peaceful | federal marshal judge empathy patient hopeful | |
| Assessment | | | |
| Story Web---Ruby Bridges (Taken from Ruby Bridges' Lesson Plan) MINILESSON Story Structure Ruby Bridges Story Dedication Page: Ruby's mother says <i>"Our Ruby taught us all a lot. She became someone who helped change our country. She was part of history."</i> At the end of the lesson students should be able to discuss and explain what her mother meant by these statements. | | | |
| Optional Assessment Students will compose a letter to one of the people discussed and learned about over the past lessons. They will write to thank the person for their contributions to the community, tell why those contributions are important, and how the person or the contributions have helped shaped our community. How one little person can make a difference. | | | |

| | |
|---|---|
| <p>RAFT: Role: Student Audience: Person Who Contributed to Society Format: Personal Letter Topic: Thanking them for the contributions they've made.</p> | <p>Story of Ruby Bridges Video Clip Done by Student</p> <p>Word Wall Activity</p> <p>Notes: Download Lesson 21 to desktop for easy access to daily lessons and all resource links.</p> <p>Field Trip Option: Mosaic Templar http://www.mosaictemplarscenter.com/education/plan-field-trip/onsite-programs.aspx#Freedom%20summer (One of the activities is based on the book <i>Freedom Summer</i> by Deborah Wiles)</p> |
| <p>Standards</p> | |
| <p>Social Studies SLEs C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity) H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez) H.6.3.7 Analyze a timeline that illustrates selected historical events. H.6.3.8 Compare artifacts from events in various periods of history.</p> <p>Common Core Reading Standards for Literature CC.3.RL.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.RL.2 Recount stories, including fables, folktales, & myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text. CC.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events. CC.3.RL.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.</p> <p>Listening and Speaking Standards CC3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics & texts, building on others' ideas & expressing their own clearly.</p> <p>Writing Standards CC3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> | |

SS/Literacy Unit 5 Lesson 22 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|---|--|--|--|
| Essential Question How does conflict lead to change in a community? Guiding Questions Can one person make a difference? What qualifies as making a difference? What were challenges faced by Melba Pattillo? How can you personally make a difference in your community? | | Weekly Correlated Lessons: CLLG MINILESSON Compare and Contrast p. 82 Detailed Description of Lesson 22 (All links to resources and day by day lesson plan format provided) Lesson Resources Continue discussing segregation in schools using the following lesson plan: http://www.educationworld.com/a_lesson/03/lp297-05.shtml Use this lesson to introduce students to Melba Pattillo, one of the "Little Rock Nine" students. Use this link to tell her story: http://teacher.scholastic.com/barrier/hwyf/mpbstory/index.htm After reading Melba Pattillo's story, use the Compare and Contrast MINILESSON in CLLG page 82 to help students see the similarities and differences between Ruby Bridges and Melba Pattillo. Defenders of Justice Lesson ---Teaching Tolerance Lesson Defender of Justice Cube What Can One Little Person Do Sing Along http://www.youtube.com/watch?v=uh0gAO09zOc Song Lyrics What Can One Little Person Do | |
| Social Studies Focus | Literacy Focus | | |
| Making a Difference Melba Pattillo Little Rock Nine | Skill Compare & Contrast Strategy Visualize Genre Informational Text Writing Informative: Opinion | | |
| Writing | Vocabulary | | |
| _____ was the greatest Defender of Justice. Choose one person that you have studied over the last few weeks and write about why you think they were the greatest Defender of Justice. | mob segregation courageous empathy judge equality federal marshal patient peaceful hopeful justice | | |
| Assessment | | | |
| Create a collage of pictures and student created text about a character you have studied over the last few weeks that made a difference. One Little Person can/cannot make a difference. Support your opinion with facts from what you have learned. Compare/contrast the school experiences of Ruby Bridges and Melba Pattillo. Defenders of Justice Lesson---Cube See Defender of Justice Lesson for Guidelines | | | |

Standards

Social Studies SLEs

- C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)
- H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, Cesar Chavez)
- H.6.3.7 Analyze a timeline that illustrates selected historical events.
- H.6.3.8 Compare artifacts from events in various periods of history.

Common Core:

Reading Standards for Literature

- CC.3.RL.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RL.2 Recount stories, including fables, folktales, & myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text.
- CC.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
- CC.3.RL.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.

Listening and Speaking Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics & texts, building on others' ideas & expressing their own clearly.

Writing Standards

- CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

| SS/Literacy Unit 5 Lesson 23 | | |
|--|---|---|
| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
| Essential Question How do simple geographic skills and tools help people understand the relationships among people, places, and environment in communities around the world? Guiding Questions What features can be found on a map? What types of maps are used to study geography? What landforms and bodies of water can be found in America? | | Weekly Correlated Lessons: CLLG MINILESSON Sequence of Events p. 84 Journeys <i>The Journey of Oliver K. Woodman</i> Lesson Plan Journey of Oliver K Woodman Oliver K Woodman Notebook Imogene’s Travel Journal----Template can be found in Searching for Oliver K. Woodman Activity Guide Use the following to teach the social studies geographic skills this week: Searching for Oliver K. Woodman Activity Guide Take a Journey with Oliver K. Woodman Activity Guide Harcourt SS Text pp 114 (in the front of the book) – use to review geographical terms Harcourt SS Text pp 82 -87 “Our Location” Harcourt SS Text pp 90-95--Our Country’s Geography (Use to identify land and water geographical features that Oliver K. Woodman may have encountered in his travels.) Harcourt SS Text pp. 88 – 89 “Use Latitude and Longitude” Google Earth Activity: Complete a Trip to the places Oliver K visited. Oliver K Woodman Google Earth Activity |
| Social Studies Focus | Literacy Focus | |
| Geography | Skill Sequence of Events Strategy Analyze/Evaluate Text & Graphic Features: Timelines Genre Fantasy Writing Informative: Opinion Editing, Revising, & Publishing | |
| Writing | Vocabulary | |
| Write a letter to a student in another class informing them of The <i>Oliver K Woodman Project</i> . Provide information about the project and tell them if you think it is a good project and provide reasons to support your opinion. | border region landform map physical feature mountain mountain range latitude longitude plateau journey | |
| Assessment | | |
| Use a political map of the United States to trace the route of Oliver K. Woodman. Technology Project: Google Earth Activity: Complete a Trip to locate the places Oliver K visited. Imogene’s Travel Journal--- Template can be found in Searching for Oliver K. Woodman Activity Guide | | |

Standards**Social Studies SLEs**

- G.1.3.1: Define *absolute location*
- G.1.3.2: Name and locate the states that border Arkansas
- G.1.3.4: Identify on which continent and in which *hemispheres* the United States is located
- G.1.3.11: Explain the purpose of a *physical map*
- G.1.3.12: Utilize the map *legend/key* to interpret *physical maps*

Common Core**Reading Standards for Informational Text**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- CC.3.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.
- CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

Writing Standards

- CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

SS/Literacy Unit Lesson 24 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|--|--|--|--|
| Essential Question In what ways do people affect and alter their environment? Guiding Questions What are my responsibilities to take care of the environment? | | Weekly Correlated Lessons: CLLG MINILESSON Author's Purpose p. 86 Collect both fiction and nonfiction books on the environment for the classroom library. Conduct book talks have students read and share with others. | |
| Social Studies Focus | Literacy Focus | Lesson 24 Daily Lessons (Details for each day's lesson) <ul style="list-style-type: none"> • Blue Sky Activity • Learning to Give Lesson Trash Clean Up • Hawaii Pollution PSA Video Lesson 16 Reading Selections (Use for the next three weeks) Journeys Counting Cans T14-15 Journeys A Mr. Rubbish Mood from Judy Moody Saves the World T 28-T 36---Student Book pp 15-28. Lesson 16 Leveled Readers/Vocabulary Reader The Recycling Contest Joy's Planet Patrol Plan César's Pollution Solution The Green Team Recycle, Reuse, and Reduce | |
| Taking Care of Our Environment Responsible Citizenship | Skill Author's Purpose Strategy Question Genre Realistic Fiction Writing Fictional Narrative | | |
| Writing | Vocabulary | | |
| Write a story that tells about living in the ideal community they created.(Blue Sky Activity). | recycle reuse reduce global pollution environment conservation natural resource | | |
| Assessment | | | |
| Have students write about how the environment affects how they live in their community and/or state? i.e. go fishing in Lake Maumelle and need air conditioners in the summer | | | |

Standards**Social Studies SLEs**

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

G.3.3.3 Describe how people affect and alter their environment

(e.g., farming, building dams, environmental lighting, irrigation, pit mining)

G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.

SS/Literacy Unit 5 Lesson 25 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|---|--|
| Essential Question In what ways do people affect and alter their environment? Guiding Questions How is citizenship related to responsibility and service? What are our responsibilities to the environment? What are the differences between reduce, reuse, and recycle? How can people protect resources through conservation? | | Weekly Correlated Lessons: CLLG MINILESSON Text and Graphic Features p.88 Use textbook pp 116-117; 119; and 120-121 to reinforce lesson. You can also use books from classroom library on the environment. Lesson 25 Daily Lesson (Details for each day's lesson) <ul style="list-style-type: none">http://www.youtube.com/watch?v=z-64sBtY_wAhttp://learningtogive.org/lessons/unit449/lesson1.html (Day 3 Lesson Link)http://www.youtube.com/watch?v=fimOE5_Tm2w (Stone Soup)http://learningtogive.org/lessons/unit366/lesson2.html (Day 5 Lesson Link) |
| Social Studies Focus | Literacy Focus | Journeys Lesson 16 Reading Selections (Use for the next two weeks) Counting Cans T14-15 A Mr. Rubbish Mood from Judy Moody Saves the World T 28-T 36----Student Book pp 15-28. Lesson 16 Leveled Readers/Vocabulary Reader The Recycling Contest Joy's Planet Patrol Plan César's Pollution Solution The Green Team Recycle, Reuse, and Reduce Notes: Discuss how being a responsible citizen relates to taking care of our environment. Share that April 22 is Earth Day. The posters students make can be put up in the school to celebrate Earth Day |
| Taking Care of the Environment Responsible Citizenship | Skill Text and Graphic Features Strategy Infer/Predict Genre Informational Text Writing: Fictional Narrative | |
| Writing | Vocabulary | |
| Relate the story "A Rubbish Mood from Judy Moody Saves the World (Journeys Lesson 16) to the common good of the community. Describe how Judy Moody demonstrated this. Or Write a fictional narrative of how you would save the world from an environmental problem. | recycle reuse reduce global pollution environment conservation natural resource | |
| Assessment | | |
| Have students write a persuasive speech about the importance of recycling plastic or reducing consumption of onetime-use products (such as plastic plates and cups). -or- Students could also do a poster that is designed to persuade others of the importance of recycling plastics or reducing consumption of onetime-use products (such as plastic plates and cups). | | |

Standards**Social Studies SLE's**

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

G.3.3.3 Describe how people affect and alter their environment

(e.g., farming, building dams, environmental lighting, irrigation, pit mining)

G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

SS/Literacy Unit 6 Lesson 26 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|--|---|
| Essential Question In what ways do people affect and alter their environment? Guiding Questions How is citizenship related to responsibility and service? How is water a part of life and culture? How does water use in your life differ from that of the lives of Africans? What can I do to conserve water? | | Weekly Correlated Lessons: CLLG MINILESSON Main Idea and Details p. 90 Building Bridges for Young Learners Community E-Book (Peace Corps Presentation) Use to revisit what constitutes a community and that people live in communities throughout the world. This week students will be comparing communities in Africa to their own community in the consumption of water, a natural resource. Communities around the world are affected by the scarcity of natural resources and we must all be responsible for the care of the environment. Use one the following lessons for this week's Social Studies focus. Water Uses and Children's Lives in East Africa Lesson http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2250&gid=1 Kenya Stories Tanzania Stories Tanzania Map Kenya Map My Water Log Splish-Splash: Daily Use of Water Lessons (Readings and Photos) http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2241 Kenya Stories Ghana Stories Use this site to get photographs and stories for the lesson. Water in Africa http://www.peacecorps.gov/www/stories/stories.cfm?psid=399 Additional Resources Visual Messages: Creating a Photomontage http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2221&gid=4## Communities E-Book http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-community/ Notes: Discuss how people are affected by the scarcity of a natural resource. Have students relate this to other natural resources in our environment and how the scarcity of different natural resources could affect their lives. |
| Social Studies Focus | Literacy Focus | |
| Water Consumption United States and Africa Scarcity of Natural Resources. | Skill Main Idea/Details Strategy Analyze/Evaluate Genre Folktales & Poetry Writing Write to Inform: Compare/Contrast Paragraph | |
| Writing | Vocabulary | |
| Compare water use by children in the United States to that of children in Kenya or Tanzania or Ghana. Use photos and stories from Water Uses and Children's Lives in East Africa or Splish-Splash lesson from this week. | recycle reduce reuse global pollution environment conservation natural resource scarcity | |
| Assessment | | |
| Choose one of more from below: Examine pictures and stories of children from Kenya and Tanzania related to how they use water. Use a graphic organizer to compare and contrast how they use water to how children in the United States use water. Complete " My Water Log ". Have students analyze their Log and draw at least two conclusions from it about their use of water. List 3-5 ways you can reduce the amount of water that you use each day. | | |

Standards**Social Studies SLE's**

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

G.3.3.3 Describe how people affect and alter their environment

(e.g., farming, building dams, environmental lighting, irrigation, pit mining)

G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation

Common Core**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.

CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.2 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

SS/Literacy Unit 6 Lesson 27 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|--|---|--|
| Essential Question Why was the Lewis and Clark expedition important to American History? Guiding Questions What was the Louisiana Purchase and how did we acquire it? Why did Thomas Jefferson want someone to explore the West? Who went on the expedition and why were they chosen? | | Weekly Correlated Lessons: CLLG MINILESSON Cause and Effect p. 92 Use information on the Lewis and Clark Expedition to identify causes and effects. The Louisiana Purchase Lesson Letters the students will write to President Jefferson involve stating an opinion and citing evidence to support it. This is a skill that is addressed in lesson 28. Louisiana Purchase Main Idea and Vocabulary |
| Social Studies Focus | Literacy Focus | Additional Resources Below are numerous resources for teaching about this topic. Students need to become familiar with the reasons for the expedition, the route, the challenges, the people, and relationships with the natives, and the outcome. Use them to help develop concepts throughout the unit. Members of the Lewis and Clark Expedition Lewis and Clark Journey PowerPoint Lewis and Clark Adventure PowerPoint Lewis and Clark Question and Answer Background Information Sacagawea, Seaman, York Background Reading LiveBinder Resource—Lewis and Clark and Louisiana Purchase (Use resources from the sites included to introduce the Louisiana Purchase and Explore the Lewis and Clark Expedition) http://www.livebinders.com/play/play?id=56115 Lewis and Clark Activity—Do on the SmartBoard after reading about the expedition!! (Great Activity) http://www.ballard-tighe.com/eaweb/interactiveonline/activities/ea5_2.swf |
| History—Lewis and Clark: The Louisiana Purchase Geography | Skill Cause & Effect Strategy Summarize Genre Informational Text Writing Write to Inform: Research | |
| Writing | Vocabulary | |
| Write a letter stating an opinion. Give reasons to support your opinion. The Louisiana Purchase Lesson — Guidelines and template. | geographic tools continent hemisphere equator border relative location Corps of Discovery York seaman absolute location Meriwether Lewis William Clark Sacagawea | |
| Assessment | | |
| Timeline—Include date of Louisiana Purchase and important dates of the Lewis and Clark Expedition. Use the journal entries to read about what happened on some of the dates. Continue work on timeline next week. Today, almost everyone agrees that the purchase was a good deal for the United States. There were, however many men in Congress who disagreed with President Jefferson's desire to purchase the Louisiana | | |

Little Rock School District

Social Studies 3rd Grade

territory.

The students will write persuasive letters to President Jefferson. In a persuasive letter the writer tries to convince someone to do things his/her way. They will try to convince President Jefferson to buy or not to buy the Louisiana territory. (See The Louisiana Purchase Lesson for directions)

Note:Students will begin learning about the members of the Lewis and Clark expedition. They will choose one member to research for the lesson 29 writing assignment.

Seaman's Journal On the Trail With Lewis and Clark

By Patricia Reeder Eubank (Great book if available)

Background Information on Seaman

<http://www.pbs.org/lewisandclark/inside/seaman.html>

Sid Richardson Museum—Heroes of the Old West Educator's Guide—pp38-39 Lesson Plan Captain

William Clark of the Lewis and Clark Expedition Meeting with Indians of the Northwest. (Recommended to use this lesson to expose students to how Art reflects the views of artists about the topic)

http://www.sidrichardsonmuseum.org/nu_site/media/Heroes.pdf

[Lewis and Clark Expedition Meeting with Indians of the Northwest](#)

[Library of Congress Images](#)

[Jefferson Monticello Lewis and Clark Expedition](#)

- Resources

Video Clip

http://nebraskastudies.org/0400/stories/0401_0100_04.html

Voyage of Discovery

http://nebraskastudies.org/0400/stories/0401_0101_05.html

Go West Across America With Lewis and Clark (Interactive)

<http://www.nationalgeographic.com/features/97/west/>

Lewis and Clark PDF PowerPoint

<http://mrsscherrer.wikispaces.com/file/view/Lewis+%26+Clark+Adventures.pdf>

Lewis and Clark Journal

http://www.nationalgeographic.com/lewisandclark/journey_intro.html

Lewis and Clark Expedition Supplies

<http://www.nationalgeographic.com/lewisandclark/resources.html>

Table of Contents The Journals of Lewis and Clark

<http://xroads.virginia.edu/~HYPER/JOURNALS/toc.html>

Notes: Use geographic terminology and map terms as you examine the maps in this week's lesson.

Standards

Social Studies SLEs

- G.1.3.2 Name and locate the states that border Arkansas
- G.1.3.3 Discuss the characteristics that define a *region*: takes up area, has boundaries, has special features
- G.1.3.4 Identify on which continent and in which *hemispheres* the United States is located
- G.1.3.9 Locate major rivers in Arkansas: Arkansas, Mississippi, Red, White, Ouachita, St. Francis
- G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*
- H.6.3.17 Identify the factors leading to the purchase of Louisiana
- H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase
- E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the *decision making model*

Common Core

Reading Standards for Informational Text

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.
- CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.
- CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

- CC.3.W.7 Conduct short research projects that build knowledge about a topic.
- CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

SS/Literacy Unit 6 Lesson 28 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | |
|---|--|--|--|
| Essential Question Why was the Lewis and Clark expedition important to American History? Guiding Questions What hardships did they encounter on the expedition? How did the geography of the area they explored affect their expedition? How did the expedition impact the indigenous people? What is the history of Arbor Day and Earth Day and how does it relate to the settlement of the West? | | Weekly Correlated Lesson: CLLG MINILESSON Genre: Biography p. 94 Read biographies on members of the Lewis and Clark expedition. Lewis and Clark: Packing for the Expedition Lesson Lewis and Clark Three Days on a River in a Red Canoe Lesson This lesson can be used to teach cause and effect, understanding characters, and narrator's point of view. These are all supposed to be taught in lessons 27, 29, and 30. | |
| Social Studies Focus | Literacy Focus | Additional Resources Lewis and Clark Expedition: https://www.youtube.com/watch?v=9pboKxz4y5s https://www.youtube.com/watch?v=8eqGmM6ze2s https://www.youtube.com/watch?v=xQoae-LCKio http://www.pbs.org/lewisandclark/inside/idx_equ.html https://www.youtube.com/watch?v=bvZCE34e2IM http://www.beaconlearningcenter.com/weblessons/kindsofgraphs/default.htm Lewis and Clark Corps of Discovery http://www.octa-trails.org/learn/resources/powerpoints/lewis_clark.pdf Arbor Day Celebrate Arbor Day through the many suggested activities that can be found online. Arbor Day Online E-Book (Introduce Arbor Day Using the following E-Book) http://www.arborday.org/arborday/history.cfm E-Book (Copy that can be printed) Forest Appreciation Week Resource (Suggested Activities: How to Plant a Tree Seedling pp 9-10; Trees for Many Reasons Lesson on Lorax pp 13-14; Forest Are Important to You and Me pp 15-17) Visualization Activity Arkansas Forest (Adapted from Wisconsin 2010 Forest Appreciation Resource) How My Family Uses Forest Products How to Plant a Tree Seedling | |
| History ---Lewis and Clark Geography-What are the physical features of a region? Arbor Day | Skill Fact & Opinion Strategy Visualize Genre Informational Text Writing to Inform: Research | | |
| Writing | Vocabulary | | |
| Continue the research process for a member of the Lewis and Clark expedition. | geographic tools hemisphere border Corps of Discovery York William Clark absolute location vegetation growing season Earth Day | continent equator ecosystem Seaman Meriwether Lewis Sacagawea relative location Natural Resource Arbor Day scarcity | |
| Assessment | | | |
| Examine the list of supplies taken west by the Corps of Discovery. Choose five items that you think were the most important and justify why you chose each. This can be done in groups of 2-3 students. Relate this activity to Fact and Opinion. http://www.pbs.org/lewisandclark/inside/idx_equ.html Arbor Day Informational Project. Discuss Arbor Day and develop a plan for how your class can inform others of this day and its importance. Have the students write how they | | | |

| | |
|--|--|
| would inform others and why. | History of Arbor Day E-Book |
| How is citizenship related to responsibility and service? Have students respond to the question in their journals. | History of Arbor Day http://www.idahoforests.org/arborday.htm#01 Why Plant Trees Song http://dnr.wi.gov/education/documents/WhyPlantTrees.mp3 |
| Continue the research process for a member of the Lewis and Clark expedition. | Why Plant Trees Lyrics |

Standards

| | |
|---|--|
| <p>Social Studies SLEs</p> <p>H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)</p> <p>H.6.3.8 Compare artifacts from events in various periods of history</p> <p>H.6.3.2 Examine historical people and events of Arkansas</p> <p>H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events</p> <p>Common Core</p> <p>Reading Standards for Informational Text</p> <p>CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.</p> <p>CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.</p> <p>CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.</p> <p>CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Speaking and Listening</p> <p>CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Writing Standards</p> <p>CC.3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.3.W.7 Conduct short research projects that build knowledge about a topic.</p> | |
|---|--|

SS/Literacy Unit 6 Lesson 29 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources | | | | | | | |
|--|--|--|--|------------------|---------------|------------------|-----------|------------------|----------|
| <p>Essential Question: Why was the Lewis and Clark expedition important to American History?</p> <p>Guiding Questions: What hardships did they encounter on the expedition? How did the geography of the area they explored affect their expedition? How did the expedition impact the indigenous people? What is the history of Arbor Day and Earth Day and how does it relate to the settlement of the West?</p> | | <p>Weekly Correlated Lessons: CLLG MINILESSON Understanding Characters p. 96 Lewis and Clark Important Members of the Expedition Lesson Use Biographical Information on Meriwether Lewis, William Clark, Jefferson, and Sacagawea to complete this MINILESSON. What Did Each Do and Why Was it Important?</p> | | | | | | | |
| Social Studies Focus | Literacy Focus | | | | | | | | |
| Learn about Meriwether Lewis, William Clark, Thomas Jefferson, and Sacajawea through exploring and analyzing primary resources | <p>Skill Understanding Characters Strategy Summarize Genre Play Writing Write to Inform: Research</p> | | | | | | | | |
| Writing | Vocabulary | | | | | | | | |
| Writing to Inform— Research Summarize research of one member of the expedition. (See Assessment) | <table><tr><td>Meriwether Lewis</td><td>William Clark</td></tr><tr><td>Thomas Jefferson</td><td>Sacagawea</td></tr><tr><td>Native Americans</td><td>Explorer</td></tr></table> | | | Meriwether Lewis | William Clark | Thomas Jefferson | Sacagawea | Native Americans | Explorer |
| Meriwether Lewis | William Clark | | | | | | | | |
| Thomas Jefferson | Sacagawea | | | | | | | | |
| Native Americans | Explorer | | | | | | | | |
| Assessment | | | | | | | | | |
| Summarize the contributions of the important members of the Lewis and Clark Expedition. Answer the question, what did they do and why was it important? | | | | | | | | | |

Standards

Social Studies SLE's

H.6.3.8 Compare artifacts from events in various periods of history.

H.6.3.10 Examine land development and its impact on the community.

H.6.3.15 Identify the modes of transportation in westward movement.

Common Core

Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

SS/Literacy Unit 6 Lesson 30 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | | Activities/Materials/Resources |
|--|--|---|--|
| Essential Question: Why was the Lewis and Clark expedition important to American History? Guiding Questions: What hardships did they encounter on the expedition? How did the geography of the area they explored affect their expedition? How did the expedition impact the indigenous people? | | | Weekly Correlated Lessons: CLLG MINILESSON Conclusions p. 99 Lewis and Clark What did they find along the way? Lesson Lewis and Clark Lands Discovered Lesson Graphic Organizer Go For It Landforms Worksheet Landforms PowerPoint Bodies of Water Cards |
| Social Studies Focus | Literacy Focus | | |
| What did Lewis and Clark discover on the expedition? | Skill Conclusions/Generalizations Strategy Question Genre Fiction Writing Write to Inform: Research | | |
| Writing | Vocabulary | | |
| Write to inform Summarize research of one member of the expedition. (See Assessment) | Meriwether Lewis Thomas Jefferson Native Americans Mountain valleys plateau ocean waterfall | William Clark Sacagawea explorer island canyon isthmus strait lake | |
| Assessment | | | |
| Complete a chart showing people, land, and things that Lewis and Clark found on the trail. <ul style="list-style-type: none">Graphic Organizer Go For It | | | |

Standards**Social Studies SLEs**

- G.1.3.3 Discuss the characteristics that define a *region*: takes up area, has boundaries, has special features
- G.1.3.10 Describe how seasonal weather changes affect the environment
- G.1.3.11 Explain the purpose of a *physical map*
- G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*
- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.3.3.1 Discuss different types of transportation and communication links between communities
- H.6.3.8 Compare artifacts from events in various periods of history.
- H.6.3.15 Identify the modes of transportation in westward movement.

Common Core**Reading Standards for Informational Text**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.
- CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.
- CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

- CC.3.W.7 Conduct short research projects that build knowledge about a topic.
- CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.3.W.7 Conduct short research projects that build knowledge about a topic.

SS/Literacy/ Lesson 31 Integrations

| Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary | | Activities/Materials/Resources |
|---|--|---|
| Essential Question(s) Essential Question How did participation in the westward movement affect families in all cultures and communities? Guiding Questions What is westward expansion? Who were the original inhabitants and what do we know about their culture and the effect of westward expansion on them? How do paintings, pictures, and accounts help us learn about the West? What makes a community? | | Weekly Correlated Lessons: CLLG MINILESSON 29 Understanding Characters pp96-97 Examining Photographs to Learn About the West <ul style="list-style-type: none"> Introduce the West through images of the West including the original inhabitants and those that migrated West. Images of the West Activity—Share images on SmartBoard with students ask the question “What do you think life might have been like for people living in the West?” How did it differ for different groups of people? Make copies of pictures and display around the room. Choose one of the photo analysis forms to use with students and choose one for the pictures to do together. Have students complete a photo analysis from a picture they choose. Show the PowerPoint on the West. Conduct a class discussion about how their interpretations may have changed about the photographs after viewing the PowerPoint. Ask the students “What part of the PowerPoint relates to their picture?” “What more can you tell about the picture?” Images of West Library of Congress Library of Congress Primary Sources http://www.archives.gov/education/lessons/worksheets/photo.html photo analysis graphic organizer Images of the West http://www.treasurenet.com/images/americanwest/westok.html PowerPoint West Maps Westward Expansion Additional Resources: Use content and media from the following site to discuss <i>Challenges of the Plains</i> and <i>Who the Settlers Were</i> . Examine life from the perspective of different people. (Native Americans, African Americans, Immigrants, White Settlers) Use the links on the left hand side of page to navigate to different sites on these people. http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0501_0101.html Homesteaders Video Clip |
| Social Studies Focus | Literacy Focus | |
| Westward Expansion | Skill: Understanding Characters Strategy: Summarize Writing: Write to inform | |
| Writing | Vocabulary | |
| Write about your life as one of the characters in a selected photograph that you analyzed. | Native Americans pioneer Prairie homesteader Gold Rush Westward Expansion | |
| Assessments Photo Analysis The student will choose a picture to analyze. They will look for people, places, and things in the pictures that will help them to determine what life was like during the westward movement. | | |

| | |
|--|---|
| | <p>http://nebraskastudies.org/0600/stories/0604_0400homesteaders.html</p> <p>Media Resources West (Click on the years you want to access at bottom of page.) http://nebraskastudies.org/0500/frameset_reset.html?http://nebraskastudies.org/0500/stories/0501_0114.html</p> <p>Westward Expansion Maps http://www.octa-trails.org/learn/resources/powerpoints/westward_expansion.pdf</p> <p>At Home on the Fringes of the Prairie: 1800-1850 (Examine Object and Clues to the Past for 1800-1850, 1850-1890, and 1890-1920. Share the Level 1 Voices and Choices for these years as well. http://exhibits.museum.state.il.us/exhibits/athome/1800/welcome.htm</p> <p>Journey by Land Gold Rush http://www.calgoldrush.com/</p> |
|--|---|

Standards

Social Studies SLEs

- G.1.3.3 Discuss the characteristics that define a *region*: takes up area, has boundaries, has special features
- G.1.3.10 Describe how seasonal weather changes affect the environment
- G.1.3.11 Explain the purpose of a *physical map*
- G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*
- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.3.3.1 Discuss different types of transportation and communication links between communities
- H.6.3.7 Analyze a timeline that illustrates selected historical events.
- H.6.3.8 Compare artifacts from events in various periods of history.
- H.6.3.10 Examine land development and its impact on the community.
- H.6.3.15 Identify the modes of transportation in westward movement.

Common Core

Reading Standards for Informational Text

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 topic or specific subject area.
- CC.3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CC.3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations and words in a text to demonstrate understanding of the text.

CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.3.W.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

SS/Literacy/ Lesson 32 Integrations

| Essential Question(s)/ Guiding Questions/ Lesson Focus/ Vocabulary | | Activities/Materials/Resources |
|---|--|--|
| <p>Essential Question How did participation in the westward movement affect families in all cultures and communities?</p> <p>Guiding Questions What are some things that attracted pioneers to Arkansas? What was life like for early Arkansans? Which territory did Arkansas originally belong to? In what year did Arkansas become its own territory?</p> | | <p>Weekly Correlated Lessons:</p> <p>Home on the Arkansas Range: Homes of the Early Arkansas Pioneers Lesson Plan</p> <ul style="list-style-type: none">• A Brief History of the Settlement of Arkansas (Provide copy for students and read it with them to provide background) Pages 4-5• Letters from an Arkansas Pioneer (Tell students to listen for items that could be traded with the French and Native Americans). What do these letters tell you about the life of early Arkansans? Pages 7-8• Reminiscences of an Arkansas Pioneer (Read this aloud to students?). What did you learn about the removal of Native Americans (Indian Removal Act of 1830)? Pages 9-10• Use pages 11-12 to share content on the Indian Removal Act of 1830, Land Runs and the Homestead Act of 1862. |
| Social Studies Focus | Literacy Focus | |
| Life in Early Arkansas | Skill: Conclusions/ Generalizations Strategy: Question Writing: Writing to inform | |
| Writing | Vocabulary | |
| Write an informational letter (See Assessment) | homesteaders pioneers territory Homestead Act 1862 | |
| ASSESSMENT | | |
| The students will imagine that they are homesteaders in Arkansas. Brainstorm hardships they might encounter and post them on the wall. Write a letter back home to their families describing what their 160 acres are like (abundance of trees, rock, etc.), what they are growing (cotton, rice, etc), and difficulties they are facing (insects, weather, etc.). This is taken from the Home on the Range Lesson Page 8 of the lesson | | Notes: |

Standards**Social Studies SLEs**

- G.1.3.3 Discuss the characteristics that define a *region*: takes up area, has boundaries, has special features
- G.1.3.10 Describe how seasonal weather changes affect the environment
- G.1.3.11 Explain the purpose of a *physical map*
- G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*
- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.3.3.1 Discuss different types of transportation and communication links between communities
- H.6.3.7 Analyze a timeline that illustrates selected historical events.
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Common Core**Reading Standards for Informational Text**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

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